

# Assessments, Grades and Reports

## The Subjects

The Middle Years Programme at Taihu International School offers the following subjects:

- Language A (English, Chinese, Korean)
- Language B (English, Chinese, French)
- Mathematics
- Science (Biology, Physics and Chemistry)
- Humanities (History, Geography and Economics)
- Technology (Design and Computer Technology)
- Physical Education
- Music
- Art

## The Criteria

- Each subject is divided up into several different criteria.
- Different subjects have different numbers of criteria. For example, Language A has 3 criteria – A: Content, B: Organisation and C: Language & Style. Technology has 6 criteria.
- Criteria grades are all based on a table of statements that describe what a student can or can't do. For example:

Physical Education Criteria B at M5 level	
Range	Criteria
1-2	<ul style="list-style-type: none"><li>• The use of language is misunderstood, inappropriate or incorrect.</li><li>• Demonstrates a limited knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity.</li><li>• Sometimes uses this knowledge to analyse and solve problems in familiar situations.</li></ul>
3-4	<ul style="list-style-type: none"><li>• Uses basic terminology that is sometimes inaccurate or inappropriate.</li><li>• Demonstrates a basic knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity.</li><li>• Uses this knowledge to analyse and solve problems in familiar situations.</li></ul>
5-6	<ul style="list-style-type: none"><li>• Uses a range of terminology accurately and appropriately in some situations.</li><li>• Demonstrates a good knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity.</li><li>• Uses this knowledge to analyse and solve problems in familiar and some unfamiliar situations.</li></ul>
7-8	<ul style="list-style-type: none"><li>• Uses a wide range of physical education terminology accurately and appropriately in most situations.</li><li>• Demonstrates a thorough knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity.</li><li>• Uses this knowledge wisely and effectively to analyse and solve problems in familiar and unfamiliar situations.</li></ul>

- Different criteria have different ranges. In the example above, the top possible mark is 8. Some other criteria may have a top possible mark of 6 or 10. The reason for this is to give more 'weighting' to some criteria and to balance out different subject with different numbers of criteria.

## Assessments

- Students will be given many assessments throughout the year for each subject.
- Some assessments will assess only one criteria within a subject, some will assess several, and some assessments may even assess all the criteria.
- Over one school year, every criteria in a subject will be assessed at least twice.
- Copies of assessments are available for parents to look at in either:
  - The student's 'Boomerang' homework book

- The student's Music, Art or Technology workbooks
- The student's subject books
- All assessments will show clearly which criteria they assess, and how the grades are awarded.
- Assessments will also have Task Specific Indicators. These tell the student exactly what they need to do to get a certain grade. If a student wants to know *why* they have received a certain grade, all they need to do is look at the task specific indicators.
- See [Appendix A](#) for an example of a Technology assessment sheet.

## **The Report MYP Grades**

It would be very difficult to compare a student's achievement in different subjects if only the criteria were used. So each subject will also give an overall SUBJECT GRADE.

- All SUBJECT GRADES are between 1 and 7, with 1 being the lowest and 7 being the highest.
- To work out the SUBJECT GRADES, the teacher will:
  1. Look at the student's assessments for each criteria over the year, and award a criteria mark that best fits the student's end-of-year ability.
  2. Add up the criteria scores and apply those scores to an IB MYP table that will give a 1-7 SUBJECT GRADE.
  3. Compare this SUBJECT GRADE to the *General MYP Descriptors* listed in [Appendix B](#). If the subject grade does not accurately describe the student's ability, the teacher may make a small adjustment up or down so that the 1-7 'fits'.
- The SUBJECT GRADES given in the first report are *provisional* – they are only temporary and will probably be different in the final report because the students will have completed more assessments by then.
- The SUBJECT GRADES given in the final report are *final*.
- IBO grades are not the same as US, UK, Korean or German grading systems. However, if you would like a *general* guide to comparing the IBO and US grades, see [Appendix C](#).

If you have any questions about assessments, grades or MYP reports, please feel free to contact XXXXXXXXXXXX (MYP coordinator) or XXXXXXXXXXXX (MYP assistant coordinator) through the XXX main office. You may also arrange a meeting with them or the subject teacher through the main office if needed.

## Appendix A: Assessment Sheet Example

# Technology: The Design M3

Unit Question: How can individuals create a Virtual XXXXXX?

AOI: Human Ingenuity

## Task

Assesses Criteria: B from M3 modified criteria.

**Describe** several different designs which could solve your problem. **Evaluate** each of them against the design specification. **Choose** one design and explain why it is the best choice.

Step 1: Generate Designs.

- Fill in at least THREE *Design Ideas* sheets with details of different designs.

Step 2: Pick and justify the best design.

- Which design is the BEST at solving your problem?

○ \_\_\_\_\_  
\_\_\_\_\_

- Why is this design the best? (Refer to the *design specifications*)

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## Assessment Criteria

### Criteria B: Design

Range	Criteria	Task Specific Indicators	Grade
1-2	<ul style="list-style-type: none"><li>• The student attempts to generate one design, but makes little attempt to justify this against the design specification.</li></ul>	<ul style="list-style-type: none"><li>• Fill out a <i>Design Ideas</i> sheet</li><li>• Attempt to explain why it is good at solving the problem.</li></ul>	
3-4	<ul style="list-style-type: none"><li>• The student generates a few designs, gives reasons for the choice of one design and relates this to the design specification.</li></ul>	<ul style="list-style-type: none"><li>• Fill out 2-3 <i>Design Ideas</i> sheets with different design</li><li>• Pick one design and explain why it is the best at solving the problem.</li></ul>	
5-6	<ul style="list-style-type: none"><li>• The student generates a range of designs, some of which are evaluated against the design specification.</li><li>• The student justifies the chosen design and evaluates it against the design specification.</li></ul>	<ul style="list-style-type: none"><li>• Fill out 3 or more <i>Design Ideas</i> sheets with different design</li><li>• Pick one design and explain convincingly why it is the best at solving the problem.</li></ul>	

## Appendix B: General MYP Descriptors

### Grade 1

- Minimal achievement in terms of the objectives.

### Grade 2

- Very limited achievement against all the objectives.
- The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.

### Grade 3

- Limited achievement against most of the objectives, or clear difficulties in some areas.
- The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.

### Grade 4

- A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations.
- There is occasional evidence of the skills of analysis, synthesis and evaluation.

### Grade 5

- A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations.
- The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.

### Grade 6

- A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations.
- There is consistent evidence of analysis, synthesis and evaluation where appropriate.
- The student generally demonstrates originality and insight.

### Grade 7

- A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations.
- There is consistent evidence of analysis, synthesis and evaluation where appropriate.
- The student consistently demonstrates originality and insight and always produces work of high quality.

## Appendix C: IBO Grades to US Grades Comparisons\*

IBO scale		US equivalent	Grade point
7	Excellent	A	4.0
6	Very good		
5	Good	B	3.0
4	Acceptable		
3	Below standard	C	2.0
2	Poor		
1	Weak	D	1.0

\*NOTE: IBO and US grading systems are VERY different. This chart is only meant as a very *general* guide.